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ABSTRACT

This annual report details the activities of the Foundation for Child Development (FCD) for 2001-2002. Beginning the report is a brief description of the Foundation's mission, its funding priorities, and application procedures. The report then presents the joint statement of the chair, Karen Gerard, and the president, Ruby Takanishi, focusing on FCD's firm commitment to policy-relevant research on low-income working families and their needs. The statement also notes that FCD will broaden its focus on universal prekindergarten to redesign how 3- to 8-year-olds in the United States are educated, and stimulate research and policy development related to immigrant children. The remainder of the annual report delineates the Foundation's response, research, policy, communications, and discretionary grants awarded in 2001-2002 in light of the September 11, 2001 terrorist attacks. The report concludes with a list of the Foundation's members of the board of directors and of various committees, and a list of council and staff members. (KB)

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FOUNDATION FOR CHILD DEVELOPMENT

Annual Report 2001-2002

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Mission

The Foundation for Child Development (FCD) is a national private philanthropy dedicated to the principle that all families should have the social and material resources to raise their children to be healthy, educated, and productive members of their communities. The Foundation seeks to understand children, particularly the disadvantaged, and to promote their well-being. We believe that families, schools, non-profit organizations, businesses, and government at all levels share complementary responsibilities in the critical task of raising new generations.

Seeking to achieve its goals, the Foundation supports:

- basic and policy-relevant research about the factors that promote and support the optimal development of children and adolescents;
- policy analysis, advocacy, services, and public education to enhance the discussion and adoption of social policies that support families in their important child-raising responsibilities; and
- leadership development activities linked to the programmatic focus of the Foundation.

The Foundation believes that by integrating these approaches, FCD will strengthen its effectiveness in achieving its mission.

Funding Priorities

FCD has a special interest in children in low-income, working families, particularly those families that are struggling to meet their children's basic human needs. The Foundation makes grants nationally to nonprofit institutions for research, policy analysis, advocacy, leadership development, and a small number of program development projects in New York City.

Three cross-cutting themes guide FCD's work: linking research on children and families to formation of relevant policies and programs; identifying fresh approaches to crafting sound social strategies for children and families; and nurturing new generations of leaders connecting child development research to policy. FCD is particularly concerned about all children's access to early childhood education programs and to health care. FCD does not fund the direct provision of preschool education or child care or health care. FCD also has a strong interest in the development of national and state policies that promote economic security for low-income families. City, county, or state-level grants in these areas are directed to projects that can affect formation of national policy.

WHAT WE DO NOT FUND

FCD is a national Foundation that funds mainly research and policy analysis projects. Program development (direct service) grants are a very small part of our portfolio and when such grants are made, they are for New York City-based projects that advance FCD's research and policy analysis efforts.

As a small Foundation, FCD can support only a limited number of all eligible requests. The Foundation does not consider requests for:

- capital campaigns,
- the purchase, construction or renovation of buildings,
- grants for projects outside the United States,
- the direct provision of preschool education or child care or health care; or
- under FCD's health focus, research, policy, or direct-service projects concerned with specific illnesses.

HOW TO APPLY

Applicants are asked to send a brief, one- or two-page letter of inquiry describing the proposed project, its objectives, and the approximate level of funding required. The Foundation conducts frequent reviews of requests and replies quickly with an indication of whether a project fits its program interests and funding considerations. When appropriate, a full proposal is invited. FCD's Board of Directors meets three times a year (June, October, March) to consider grant approvals for invited proposals.

HOW TO CONTACT US

To receive a copy of FCD's annual report, guidelines, a description of recent grants, or other FCD publications, please call 212/213-8337 and leave your name and address. You may examine or download our grants list, annual report, working papers, and guidelines at our web site, www.ffcd.org. If you have questions about FCD's funding priorities or wish to determine whether your work fits with the programmatic focus of the Foundation, please call FCD at 212/213-8337.

Requests to meet with Foundation staff should be made in a letter of inquiry that describes the work of your organization and the project you wish to have considered for funding.

FOUNDATION FOR CHILD DEVELOPMENT

Annual Report 2001-2002

145 East 32nd Street, 14th Floor - New York, NY 10016-6055
Tel: 212.213.8337 - Fax: 212.213.5897 - www.ffcd.org

FCD's Fiscal Year 2001-2002 Audited Financial Statements and the IRS Form 990-PF can be downloaded at www.ffcd.org

Joint Statement of the Chair and the President

Fiscal Year 2001-2002

Events in the year 2001-2002 tested our Foundation's sense of purpose: The mapping of the human genome; terrorist attacks on the Pentagon and on the World Trade Centers; and the collapse of a major corporation called Enron. How significant these events will prove to be in the long march of human history is unclear. In the immediate aftermath, however, all American institutions, including our Foundation, have been forced to reflect on our core values and mission.

For the Foundation for Child Development (FCD), staying our course is an easy decision. Before and after these events, FCD remained firmly committed to leveling the playing field for America's young children. The Foundation is engaged in this enterprise for the long haul. The economic security of families, and the access of their children to early educational opportunities and to health care continue to be at the top of our agenda. While official poverty among American families declined during the 1990s, social and economic disparities widened. The rate of American child poverty is still among the highest in the developed world.

Families with young children, particularly immigrants, continue to be hard hit. During the years 1996-2001, the number of children living in immigrant families rose by one-third. Nearly one in five children in the United States is now living in an immigrant family, defined as having at least one parent born outside the U.S. In New York City, over 50 percent of children live in immigrant families. Their children, over three-quarters of whom are U.S. citizens, are diverse in their cultures and their first languages. They are more likely than children in U.S.-born families to live in official poverty and to be at risk for poor health and educational outcomes. Public policy is at a crossroads between the exclusion of immigrants from many public benefits as a result of the 1996 welfare legislation and our responsibility to integrate them and their children into full participation in American society.

While FCD's commitments are unwavering, we learn as we go, especially from individuals in the organizations our Foundation is privileged to support. We monitor kindred public and private efforts and adapt our strategies as they are informed by experience. Staying our course means that FCD will broaden its focus on universal prekindergarten to redesign how young children from ages three to eight in the United States are educated. FCD will also deepen its efforts to support low-income families by stimulating research and policy development related to immigrant children, who despite their growing numbers, are still off the philanthropic and public policy radar screens.

Since 1997, FCD has aimed at increasing access to, and securing the necessary resources for, sound early educational experiences for all three- to five-year-old children. Interest from Foundations, states, and localities in recent years signals that momentum is building to institute this long overdue, basic cornerstone of universal public education.

Many researchers have documented the tangled web of funding streams, competing requirements and byzantine administrative structures in the "early education and care" landscape in the United States. Bringing coherence into this bewildering array of public, nonprofit, for-profit, secular, nonsecular "child care" and "early learning" programs, each with their associated constituencies, will not be easy. Leading economists point to longitudinal studies to support investing in young children's education.

Researchers also document that too many low-income children spend their days in poor or mediocre programs that are not supportive of their potential and eagerness to learn. This situation must be rectified if the United States is to be true to its value of equality of opportunity for all young children.

American children between three and eight years old are now caught within adult-created silos of early education, of kindergarten, and of elementary education, each with its separate professional culture and historic rivalries that contribute to their isolation from each other. This isolation is clearly not in the best interests of young children on whose small shoulders the burden of bridging these silos now rests.

The silo-ization of early learning programs must end. Both research on children's capacity to learn during the first five years of life and high stakes testing in the third or fourth grades require a fundamental restructuring of the education of young children ages three to eight. In the coming years, FCD will concentrate on reframing how policymakers and the public view the first five years of publicly supported education. We will do all we can to support an "early education movement" similar to the high school movement during the early twentieth century.

Following on the practices of other Western nations, primary or elementary education – prekindergarten through Grade 3 – should be conceived as the first period of public education, followed by middle school, high school and by post-secondary education. All of these periods should be financed to support all children, with additional investments for those at risk for poor outcomes. Beginning at age three, all children should have access to a high quality early education program with teachers well qualified to teach them. Full-school-day kindergarten should be available to all five-year-olds whose parents desire it for their children. Not only should the existing silos within the "early education and care" sector be integrated through core standards, but the education of three- and four-year-olds should be seamless with their kindergarten and early elementary school experiences.

This crucial integration across prekindergarten, kindergarten, and the early elementary school years means that teachers, responsive to children's diversity, should be prepared to guide the learning of children from ages three to eight. Curricula that span this age period should build on and extend what children have previously learned. Assessment must be informed by research on children's development over the age span.

Having set this ambitious agenda, the Board and the staff of the Foundation for Child Development seek to work with all who share our vision for universal education beginning during the early childhood years. The stakes for the life prospects of all our children are now higher than ever before. The choices that this Foundation and other organizations make in the coming years will prove whether events of this year were indeed pivotal.

Karen Gerard
Chair

Ruby Takanishi
President

Grants Approved in Fiscal Year 2001-2002

SEPTEMBER 11, 2001 RESPONSE

☐ NATIONAL ACADEMY OF SOCIAL INSURANCE
Washington, DC
Virginia Reno
www.nasi.org

For partial support of Children's Stake in Social Security Reform: $30,000; 01/02-12/02

Social Security (SS) benefits children when a parent or care-taking grandparent dies (as many did in the September 11th terrorist attacks), becomes disabled or retires. Although SS benefits are based on lost earnings rather than verified need for subsistence income (as in Temporary Assistance for Needy Families, or TANF), SS assists many low-income families. SS lifts a million children out of poverty and another million out of extreme poverty; SS provides a million more with the economic security to thrive rather than simply survive. SS benefits about the same number of families with children as TANF: 2.6 million compared to 2.7 million under TANF. In 2000, the average benefit for a widowed parent with two eligible children was about $20,104 a year, while a maximum TANF/Food Stamp benefit provided about $7,680 a year for a family of three in a median state. Because African American parents are more likely to die or become disabled, African American children, about 15 percent of all American children, represent 22 percent of those receiving SS benefits.

SS reform has important implications for children's economic security: 1) many proposals for individual savings accounts include reductions in traditional SS benefits, overlooking the impact on children's benefits (now based on the same formula used for retirees); 2) how a worker's account balance would be divided among family members when the worker dies will affect children's economic security; currently, children and a spouse from both a first and second marriage can draw benefits when a working parent dies; 3) whether and how funds from federally mandated retirement savings accounts could be withdrawn before retirement; e.g., for housing, education, or medical bills; and 4) how the accounts will affect eligibility for other programs; for example, if families had to spend down SS savings accounts to qualify for means-tested supports (like SSI, TANF, Food Stamps, Medicaid and housing assistance), they would lose the advantages envisioned for savings accounts.

The National Academy of Social Insurance (NASI) will convene a panel of experts, knowledgeable about SS, pensions, and individual development accounts, to examine issues policymakers will face for paying benefits from those accounts before retirement, at retirement, and for families and children. Interim findings will be presented at the NASI conference in January 2003, when Congress is expected to consider SS reform legislation.

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☐ THE PUBLIC POLICY AND INTERNATIONAL AFFAIRS PROGRAM
Washington, DC
Erik A. Devereux
www.ppiaprogram.org

For its work in preparing a diverse pool of young leaders for public service careers: $200,000; 03/02-02/04

America's increasingly multicultural population and its changing global role require a diverse, well-prepared pool of policy leaders and elected officials. A diverse workforce enhances the credibility and effectiveness of public institutions and can increase inclusion of people of color and other underrepresented groups in leadership in the public sector. Through teaching, mentoring, and financial assistance, the Public Policy and International Affairs Program (PPIA) assists Latino, Native American, African American, and Asian Pacific students to pursue careers in public service. As a nationwide effort to promote diversity in public policy and management professions, PPIA builds on a coordinated network of top graduate schools of public policy, management, and international affairs; undergraduate programs at historically Black and other colleges serving underrepresented groups; and government, nonprofit, and community-based internships – creating a substantial pipeline of new policy analysts, practitioners, and leaders from diverse backgrounds from the undergraduate through graduate years.

☐ THE TIDES FOUNDATION
San Francisco, CA
Kathleen Lee
www.tides.org

For partial support of the Tides Foundation 9/11 Fund: $20,000; 11/01-10/02

The Tides Foundation has established the 9/11 Fund to meet immediate and long-term needs in the wake of September 11 and to promote a just and peaceful national response to this crisis. As of early November 2001, over $355,000 had been raised for this fund and grants totaling $215,000 had been made to 18 organizations. Additional grants were in the final stages of approval and processing.

In crafting a grantmaking strategy, Tides has worked to blend core values of social and economic justice with the pressing needs in the aftermath of the attacks. Grantmaking supports: a) relief efforts for the working poor affected by the incidents of September 11, 2001; b) rebuilding communities and relationships between people of different ethnic, racial and religious backgrounds; c) efforts to ensure equal protection and promote civil liberties and human rights in this dire and dangerous time; and d) alternative media voices to effectively frame the complex political, social, and economic history of the crisis.

Grants Approved in Fiscal Year 2001-2002

RESEARCH

UNIVERSITY OF NORTH CAROLINA
Durham, NC
Oscar Barbarin
www.unc.edu

Partial support of research on family and socio-cultural factors that will augment a five-state study of public prekindergartens and child outcomes: $391,000; 07/01-12/03

In response to the growth and potential of prekindergarten (prek) initiatives in the states (42 states have initiated prek programs), the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education has funded an $11 million, five-state study of the programs and practices of these school-linked programs by researchers at the University of North Carolina's Frank Porter Graham Child Development Institute (FPG). The study, scheduled to begin in August 2001, will follow 940 four-year-olds through their first-grade year in six states (California, Georgia, Illinois, Kentucky, New York, and Ohio), and will assess school environments, classroom practices, and child outcomes.

FCD's grant will help support FPG's augmentation of the OERI-funded study with a related, but separately funded examination of the study's children and families, and will focus on identifying classroom practices that are most effective with children from diverse economic, cultural, familial, and social backgrounds; how social risks and resources affect family relations and child outcomes; and whether or how universal or targeted policies affect families and outcomes of the programs. Research has shown these factors are critical to the cognitive, social, and emotional development of young children.

☐ **THE URBAN INSTITUTE**
Washington, DC
Carol De Vita
www.ui.urban.org

For studies of the environmental and organizational factors influencing the effectiveness of child advocacy: $297,836; 01/02-03/03

As part of a five-year initiative on nonprofit advocacy, the Center on Nonprofits and Philanthropy (CNP) at The Urban Institute has used FCD funding to study child advocacy as a special form of nonprofit advocacy. CNP will now build on this work by examining state and local factors, labor market and socioeconomic data, and interviewing key informants to determine what has influenced the spread of a particular education and compensation program for childcare workers: T.E.A.C.H. (Teacher Education And Compensation Helps). The diffusion of T.E.A.C.H. to over 17 states is a largely unexamined phenomenon, as there are few assessments of its effectiveness outside North Carolina, its state of origin. Nonprofit child advocacy organizations have been central to T.E.A.C.H.'s dissemination, but no one has yet studied whether or how they have contributed to its spread.

A second component of the proposed study will address the key characteristics of advocacy organizations working to increase compensation, such as their mission and vision, leadership, affiliation (or not) with national nonprofit organizations, capacity and expertise, and financial resources, that may have affected success or failure of their advocacy efforts. While national organizations have been the focus of study, comparatively little is known about state-level child advocacy organizations, which have increased in importance during a period of devolution of health and human services to the states.

☐ **YALE UNIVERSITY**
New Haven, CT
Walter Gilliam
www.yale.edu

For the Child Study Center's National Survey of Prekindergarten Teachers: $418,680; 03/02-02/04

In 2002, the number of children in state-funded prekindergarten programs will exceed the number of children in Head Start for the first time. Despite rapid growth in state-funded early education programs, relatively little is known about their structure, key policy features, quality, effects of varied program auspices, or staffing characteristics. In a major study to collect such data, researchers at Yale University will identify and survey lead teachers in prekindergarten programs in 18 states that reflect the range of state prekindergarten efforts.

The National Survey of Prekindergarten Teachers is expected to reveal a wide range of conditions in state prekindergarten programs. The research, which is also supported by a grant from The Pew Charitable Trusts, will examine general conditions in prekindergarten programs and how these conditions relate to state policies. It will document the relationship between weak teacher qualifications and compensation, and the effects of state policies, such as administering programs through multiple venues (Head Start, community-based child care, public schools) versus sole administration through public schools.

Together with funding from the Rutgers University National Early Education Policy Center (which is supported by a grant from The Pew Charitable Trusts), FCD funds would be used for collection and analysis of data; convening of a national advisory committee; the preparation of reports, briefs, or other documents; and dissemination of the study findings.

Grants Approved in Fiscal Year 2001-2002

YALE UNIVERSITY
New Haven, CT
Edward Zigler
www.yale.edu

For the designation of Edward Zigler, Sterling Professor of Psychology at Yale University, as a Belding Scholar during the one-year period from March 1, 2002, through February 28, 2003, and a grant of $60,000 to Yale University to support Zigler's work on Universal Prekindergarten at the Yale Bush Center in Child Development and Social Policy.

In 2003, Zigler will become Sterling Professor Emeritus in the Yale Department of Psychology and the Child Study Center. He will continue to teach Yale students and Bush Fellows, and to advise the Bush Center's Schools of the 21st Century program, which has grown to include 1,300 schools (FCD was a partial funder). He plans to write several books as well as book chapters and journal articles. One book, tentatively titled *The Case for Preschool Education*, will be outlined during the current, transition year.

Considered one of the nation's leading experts on the Head Start program and its primary historian, Zigler will co-author a book on his views about the direction Head Start should take to achieve its mission of serving children and families most in need of comprehensive services. He also plans a book on paid leave for parents of newborns and adopted children. He will continue his public education and his advisory activities with decision makers in Washington and in the states.

The Yale Bush Center in Child Development and Social Policy was established in 1978 by Zigler, with funding from the Bush Foundation of St. Paul, Minnesota. Over the years, the Center has been a model for new child development and social policy programs at other academic institutions, among them Boston College, Duke University, Fordham University, New York University, the University of Chicago, and the University of Pittsburgh. The Yale Bush Center has trained scholars to work at the interface of the knowledge base of their disciplines and social policy construction, and in the process, seeded the nation with young workers in the relatively new area of Child Development and Social Policy. Several graduates have gone on to work in government at different levels, and several others have been Congressional Fellows over the years. The Center has also hosted many mid-career Fellows, professionals who wish to learn more about policy and/or research in guiding their careers.

POLICY

☐ CENTER ON BUDGET AND POLICY PRIORITIES

Washington, DC
Robert Greenstein
www.cbpp.org

For support of its federal and state policy activities related to low-income, working families, and for its federal policy efforts on immigrant issues: $330,000; 03/02-02/04

After September 11, the nation is struggling to absorb increased expenditures for domestic and international security, and reductions in revenues due to the $1.3 trillion tax cut. The nation is in recession as debate begins on the reauthorization of several federal programs important to the well-being of low-income families. The Center on Budget and Policy Priorities (CBPP) has thus broadened its activities to address the impact of budget proposals on low-income working families as well as on those who subsist below the poverty line. CBPP's timely analyses of the impact of policy alternatives have become increasingly important at both federal and state levels.

Over the next two years, CBPP will vigorously defend safety net programs that affect all low-income families through analyses and reports geared to the reauthorization of three major federal programs: Temporary Assistance for Needy Families (TANF); Food Stamps; and the Child Care and Development Block Grant. Advocacy will be directed toward improving these programs for low-income working families. FCD funds will be used for CBPP's work on income support, health insurance, Food Stamp assistance, and housing for low-income families, with special project assistance for CBPP's focus on the impact of national budget policies on low-income immigrant families.

☐ ECONOMIC OPPORTUNITY INSTITUTE

Seattle, WA
Elaine VonRosenstiel
www.EOIonline.org

For support of its Universal Prekindergarten Project in Washington State: $300,000; 03/02-02/04

During the past year, with FCD support, the Economic Opportunity Institute (EOI) took significant steps toward developing a campaign to institute universal prekindergarten (UPK) for three- and four-year olds and to expand access to full-day kindergarten in Washington State. EOI has completed a detailed strategy document analyzing opportunities and barriers to UPK in the state; conducted polls; identified ways of instituting UPK at the municipal level; researched and developed model initiative language; and begun estimating revenue streams.

Over the next two years, EOI will build on these efforts by implementing UPK demonstration projects in three Washington municipalities. EOI will project new revenue sources; develop model program standards; define an expanded role for public schools; project a model of service delivery that incorporates public schools, community-based programs, and for-profits; develop local governance and planning structures; organize constituencies and opinion leaders into a UPK network in participating communities; and track public opinion. The demonstration projects will ultimately be used to galvanize public support for UPK throughout Washington State.

Grants Approved in Fiscal Year 2001-2002

☐ ECONOMIC POLICY INSTITUTE
Washington, DC
Jared Bernstein
www.epinet.org

For two projects: strengthening its research and policy development activities aimed at raising living standards of low-income working families; and research to determine how work supports affect job tenure and earnings of low-wage workers, especially those with children. $488,784; 07/01-06/03

As more scholars, advocates, journalists, policymakers and others focus on supporting families that are working, but poor, the development of an action strategy based on rigorous research, analysis, and policy development is needed. Economic Policy Institute (EPI) is positioned to assume that role, devoting significant new attention to connecting research and policies that aim to improve life prospects among low-income working families.

EPI will use FCD's grant to redesign the chapter on poverty in its flagship annual publication, *The State of Working America*, to focus more on the working poor; publish a new, stand-alone report that will emphasize the policy implications of the findings from the chapter; create a new policy analyst position responsible for designing, evaluating, and critiquing policies that affect living standards of low-income workers; and connect EPI's research and policy work to a broader group of constituencies. A second project will undertake an analysis of data from the Survey of Income and Program Participation to determine which factors predict extended job tenure and wage mobility among low-wage workers and how these work supports impact family living standards.

☐ FRENCH-AMERICAN FOUNDATION
New York, NY
Anthony A. Smith
www.frenchamerican.org

For partial support of continuing education activities on the French early education system. $316,000; 07/01-06/03

The French system of early childhood education continues to serve as an important alternative to organizing early childhood services in the U.S. The French emphasis on the educational content of early education programs, the high standard of professional preparation and compensation, the commitment by all segments of society to the benefits of public support of these services for all French families contrast sharply with the situation in the United States. Since 1976, the French-American Foundation (FAF), which works to strengthen French-American relations, has led three tours of experts, legislators, scholars and community leaders to study the French *écoles maternelles*. These tours have influenced ideas of what is possible for young American children.

FCD's grant will enable the French-American Foundation to lead three study tours for national and state policymakers, continue to provide briefings on the French system to policymakers who request it, and sponsor five state conferences on early childhood education.

☐ NATIONAL ACADEMY OF SCIENCES

Washington, DC
Christine R. Hartel
www.nas.edu

For early childhood policy activities connected to the publication of Eager to Learn: *$50,000; 07/01-06/02*

In December 2000, the National Research Council (NRC) published *Eager to Learn: Educating Our Preschoolers*. The book provides detailed recommendations developed by the NRC's Committee on Early Childhood Pedagogy, which was charged with studying "a broad range of behavioral and social science research on early learning and development, and to explore the implications of that research for the education and care of young children ages 2 to 5." FCD partially supported the work of the committee. The NRC will now begin a set of activities designed to generate the attention, thoughtful discussion, and action needed to translate the recommendations of *Eager to Learn* into policies and implementation strategies.

FCD's grant will support a consultant experienced in working at the interface of science, policy, and practice, who will organize a program of activities (briefings, papers, and presentations) involving federal and state officials who are critical to implementation of scientifically-based recommendations for early childhood education policy and practice. These activities will also support staff within the NRC to provide authoritative briefings at previously scheduled meetings of organizations involved in early childhood education, and will raise the profile on early childhood education issues outside that field. The Spencer Foundation, which also supported the committee's work, is FCD's funding partner.

☐ UNIVERSITY OF NORTH CAROLINA

Durham, NC
Richard Clifford
www.unc.edu

To develop a strategic plan to establish a National Universal Prekindergarten Center at the Frank Porter Graham Child Development Institute: $274,757; 11/01-10/02

As high-quality early education is increasingly recognized as a necessary focus of state and federal policies toward children, the need for guidance and support for these efforts has also become clear. Although 42 states are reported to sponsor prekindergarten programs, there is no comprehensive source of research-based assistance available to support the development, implementation, and monitoring of these programs, and related policies. The Frank Porter Graham Child Development Institute (FPG), will work with key constituents to develop a strategic plan to establish a National Universal Prekindergarten Center.

Working with a small group that will include representatives of key potential users of such a center, FPG will develop goals and activities for research, policy analysis, communications, and technical assistance to be undertaken by the Center, as well as a fundraising plan to support it. Two areas of substantive work certain to be included in the strategic plan are Universal Prekindergarten program standards and practices, and workforce preparation which are aligned with FCD's priorities.

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Grants Approved in Fiscal Year 2001-2002

COMMUNICATIONS

☐ AMERICAN FORUM
Washington, DC
Denice Zeck
www.mediaforum.org

To expand and to increase state and local media coverage of universal prekindergarten and full-day kindergarten in targeted states. $100,000; 03/02-02/04

Over the next two years, the American Forum will conduct a media campaign to contribute to building public support for universal access to prekindergarten programs (UPK) and full-day kindergarten (FDK). The Forum will target key states in the South and Midwest, where it has established volunteer state editorial boards, and in the West, where it will begin to establish state editorial boards in 2003. The campaign will also map on to states, like Massachusetts and Washington, in which FCD-supported projects are working to establish UPK and FDK programs.

☐ THE AMERICAN PROSPECT
Boston, MA
Robert Kuttner
www.prospect.org

For partial support of the Writing Fellows Program: $110,420; 11/01-10/03

The American Prospect (TAP) is a nonprofit public policy magazine, founded in 1989, to contribute to the national debate about the country's future by providing the policy community, the media, and the concerned public with broadly defined liberal viewpoints on the critical political, economic, and social issues of the day. From its inception, TAP has encouraged and supported young writers and new voices as a vital component of achieving its mission. The TAP Writing Fellows program offers young journalists the opportunity to spend a full year actively developing, practicing, and honing their public policy knowledge and journalistic skills.

FCD's grant will support a Fellow in each of two years who will cover and write on issues relevant to children and families. These issues will include "making wages work" to lift parents and children out of poverty, health insurance for low-income children and health care for all children, early childhood education, and emerging research on children and family issues.

☐ MINNESOTA PUBLIC RADIO
St. Paul, MN
Jim Russell
www.mpr.org
http://marketplace.org

For partial support of Marketplace's establishment of a Work and Family desk: $385,265; 07/01-06/04

Minnesota Public Radio's *Marketplace* is public radio's only daily national program about business, the global economy, and finance. It is also the only daily national broadcast news program to originate from the West Coast, with a distinctive voice outside the Washington Beltway and apart from Wall Street. *Marketplace* received the prestigious George Foster Peabody Award for Radio Broadcasting in 2001.

While *Marketplace* currently produces stories that address issues of work and family, the coverage is episodic. The establishment of a Work and Family desk will support regular feature reporting, audio profiles and data bursts on topics involving, but not limited to, families, work, personal spending, family economics and early education and care. The desk will examine the workplace policies and practices that underpin the basic "nuclear family at work" model in America. Support from FCD and from the David and Lucile Packard Foundation will add a senior reporter to staff the Work and Family desk and contribute to daily *Marketplace* shows.

☐ MS. FOUNDATION FOR WOMEN, INC.
New York, NY
Susan Wefald
www.ms.foundation.org

For a media campaign to promote its Raise the Floor report: $50,000; 07/01-10/01

In Fall 2001, Ms. Foundation for Women is releasing a report, *Raise the Floor*, on the needs and circumstances of low-wage workers. The report is based on a grant-making initiative, New Voices, Proactive Strategies, under which the Ms. Foundation funded 13 groups to organize low-wage workers, many of whom are women. While the efforts of the Economic Policy Institute and Wider Opportunities for Women to define family self-sufficiency budgets are focused on local areas, *Raise the Floor* aims to identify at a national level the income necessary for supporting a family's basic necessities. The report also specifies a federal minimum wage level that will restore its original value, and proposes federal policies to raise or supplement family incomes.

The media campaign will promote the report through standard media outlets and will draw on national experts and the Ms. Foundation's grantees as spokespeople, authors of newspaper and radio opinion pieces, and talk-radio guests. The campaign will also put up a web site to track campaign events, disseminate the report and fact sheets drawn from it, and link to national organizations focused on low-wage worker issues. FCD funds will be used to develop and maintain the web site and support coordinating activities between the Ms. Foundation and other national organizations.

Grants Approved in Fiscal Year 2001-2002

☐ UNIVERSITY OF MARYLAND
College Park, MD
Carol Guensburg
www.child-familyumd.edu

For partial support of the Philip Merrill College of Journalism Fellowships in Child and Family Policy: $1,280,915; 01/02-06/05

The Journalism Fellowships in Child and Family Policy were established with funding from FCD and the David and Lucile Packard Foundation. The program, launched in March 2000, awarded 13 competitive fellowships in its first year. Twenty-four journalists have been selected for the 2002 class, including newspaper and magazine reporters and editors, photojournalists, a documentary filmmaker, and an independent reporter/producer.

The Fellowship program is designed to strengthen the critical role played by the media in shaping public opinion about public and private policies affecting children and their families. The program links FCD's programmatic focus with leadership development. FCD funding will support four types of Fellowships, including six months of independent study, extended study, a week of study and skill building for creating a beat, and immersion at a federal research agency.

THE JANE G. DUSTAN FUND

Jane Gray Dustan, Vice President of the Foundation for Child Development from 1971 to 1990, established in 2000 The Jane G. Dustan Fund. The Fund aims to support eligible nonprofit organizations to purchase consultant services that will assist them in their strategic planning and/or implementation of such plans. During her years at FCD, Ms. Dustan was interested in the potential of child advocacy organizations to improve public policies influencing children's lives.

In Fiscal Year 2002, a grant of $30,000 was made from the Fund to Wayne State University for support of the Merrill-Palmer Institute of Child and Human Development's strategic planning process, which will develop a model of a strategically engaged institution for young children in an urban setting, addressing the needs of the new century.

Discretionary Grants in Fiscal Year 2001-2002

TAKING STOCK OF A FIELD

☐ **AMERICAN ACADEMY OF PEDIATRICS, INC.**
Elk Grove, IL
Debborah Harp

Toward the endowment of the Dale Richmond Lectureship in Developmental and Behavioral Pediatrics, in honor of Julius Richmond: $20,000; 10/01-09/02

☐ **THE REGENTS OF THE UNIVERSITY OF MICHIGAN**
Ann Arbor, MI
Pamela Trotman Reid

Interdisciplinary conference on the Intersections of Ethnicity, Class, and Gender: A Research Agenda for Early Educational Experiences, held in Fall 2002: $20,000; 06/01-05/02

LINKING RESEARCH TO POLICY

☐ **THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN**
Madison, WI
Barbara Wolfe

Comparative analyses of plans to finance universal access to early education for four-year-olds: $20,000; 01/02-12/02

☐ **FEDERATION OF BEHAVIORAL, PSYCHOLOGICAL, AND COGNITIVE SCIENCES**
Washington, DC
Barbara A. Wanchisen

Congressional briefings on policy issues affecting the well-being of children and families: $20,000; 03/02-02/03

☐ **HARTWICK COLLEGE**
Oneonta, NY
Carlena Cochi Ficano

Does Child Care Demand Create Its Own Supply? $12,260; 12/01-11/02

☐ **THE RESEARCH FOUNDATION FOR MENTAL HYGIENE, INC.**
New York, NY
Frank L. Mucha

Partial support of the Child Mental Health Foundations & Agencies Network: $5,000; 08/01-07/02

☐ **THE URBAN INSTITUTE**
Washington, DC
Carol De Vita

Policy brief comparing Military Child Care System with child care in the civilian sector: $18,653; 01/02-06/02

☐ **WESTED**
Oakland, CA
Elise Trumbull

Planning process to adapt Bridging Cultures Project to the early childhood education and care arena: $20,000; 01/02-09/02

☐ **YALE UNIVERSITY CHILD STUDY CENTER**
New Haven, CT
Walter S. Gilliam

Single-state pilot project for a national survey of lead teachers in state-funded prekindergarten programs: $19,625; 05/01-09/01

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Discretionary Grants in Fiscal Year 2001-2002

COMMUNICATIONS

☐ **AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE**
Washington, DC
Judy Kass

AAAS Mass Media Science and Engineering Fellows Program: $13,500; 12/01-09/02

☐ **THE AMERICAN UNIVERSITY**
Washington, DC
Jan Idyll

Partial support of post-publication publicity for America's Child Care Problem: The Way Out: $20,000; 12/01-11/02

☐ **THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ILLINOIS**
Institute of Government and Public Affairs
Chicago, IL
Rachel Gordon

Dissemination of the Careers in Child and Family Policy web site: $16,400; 09/01-07/02

☐ **EDUCATION WRITERS ASSOCIATION**
Washington, DC
Lisa J. Walker

Joint participation of Fellows in Education Reporting in sessions with the University of Maryland Journalism Fellowship Program in Child and Family Policy: $3,000; 08/01-10/01

LEADERSHIP DEVELOPMENT

☐ **COMMON CAUSE EDUCATION FUND**
Washington, DC
Claudia Molloy

Public education and outreach activities that complement Common Cause's work; given in honor of John Gardner's leadership: $5,000; 06/01-05/02

☐ **TEACHERS COLLEGE, COLUMBIA UNIVERSITY**
Center for Young Children and Families
New York, NY
Lisa O'Connor

Putting Children First: Summer Fellowship Program in Child and Family Policy: $10,000; 05/01-09/01

☐ **TEACHERS COLLEGE, COLUMBIA UNIVERSITY**
Center for Young Children and Families
New York, NY
Pia Rebello Britto

Putting Children First: Summer Fellowship Program in Child and Family Policy: $15,000; 03/02-12/02

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WORKING WITH GRANTMAKERS

☐ COUNCIL ON FOUNDATIONS, INC.
Washington, DC
Dorothy S. Ridings

2001 Membership: $12,880

☐ GRANTMAKERS FOR CHILDREN, YOUTH & FAMILIES, INC.
Washington, DC
Marsha Renwanz

General support: $10,000; 01/02-12/02

☐ GRANTMAKERS FOR EDUCATION
Portland, OR
Laura K. Fleming

Support for work in early education: $5,000; 05/01-04/02

☐ GRANTMAKERS FOR EDUCATION
Portland, OR
Bill Porter

Support for work in early education: $5,000; 03/02-02/03

☐ NEIGHBORHOOD FUNDERS GROUP, INC.
Washington, DC
H. Spencer Limbocker

General support: $1,685; 03/02-02/03

☐ THE NEW YORK COMMUNITY TRUST
New York, NY
Jane Stern

The Fund for New Citizens; in recognition of the generous service and wise leadership of the FCD Board of Directors: $10,000; 03/02-02/03

☐ NEW YORK REGIONAL ASSOCIATION OF GRANTMAKERS
New York, NY
Barbara Bryan

General support: $4,650; 01/02-12/02

☐ NORTHERN CALIFORNIA GRANTMAKERS
San Francisco, CA
Lynn D.W. Luckow

Grantmakers Concerned with Immigrants & Refugees: $10,000; 02/02-01/03

☐ ROCKEFELLER FAMILY FUND, INC.
New York, NY
Catherine H. Downs

Partial support of the work of Grants Managers Network: $1,347; 03/02-02/03

☐ WOMEN & PHILANTHROPY, INC.
Washington, DC
Megan McCleary

General support: $1,000; 08/01-07/02

INTERNAL PROJECT

☐ FOUNDATION FOR CHILD DEVELOPMENT
New York, NY
Ruby Takanishi

Barbara Paul Robinson Fellowship: $10,000; 09/01-06/02

ANNIE K. BELDING FUND

☐ HOSPITAL FOR JOINT DISEASES AND MEDICINE
New York, NY
Francine Miele

Pediatric Fund: $3,000; 02/02-01/03

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3. 08/01 - Present
4. 06/01-7/01
5. 06/01-7/01

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